



STUDENT SERVICES DEPARTMENT

PROGRAM AND POLICY MEMORANDUM (PPM) 140

2007 – 2008

INCORPORATING METHODS OF APPLIED BEHAVIOUR ANALYSIS (ABA) INTO PROGRAMS
FOR STUDENTS WITH AUTISM SPECTRUM DISORDERS (ASD)

IMPLEMENTATION STRATEGY

BACKGROUND

Program and Policy Memorandum 140 has been informed by recommendations of the report of the Minister's Autism Spectrum Disorders reference group entitled: **Making a Difference from Evidence to Action.**

It is intended to strengthen collaborative working relationships between parents, schools and the community. The direction provided in this memorandum builds on suggestions for successful practice provided in the Ministry of Education documents entitled:

- Special Education: A Guide for Educators, 2001
- Individual Education Plan Standards for Development, Program Planning, and implementation, 2000

PPM 140 CONTEXT

In the spring of 2007, the ministry released Policy and Program Memorandum 140 (PPM140) requiring school boards to implement Applied Behaviour Analysis methods in the classroom. Other requirements are to:

- 1) include ABA methods in the teaching and assessment strategies contained in an Individual Education Plan (IEP), where required.
- 2) include appropriate community agencies involved with the student as part of the input process for IEP development. (parent approval required)
- 3) include a transition plan in the IEP that addresses transitions within a school setting (activities, locations) and to other locations outside the school
- 4) have School Boards develop a plan to implement PPM140 and consult with their Special Education Advisory Committee (SEAC) regarding implementation and monitoring of the plan at least annually.

There is much confusion in the ASD parent community with respect to this initiative. Because the terms ABA and IBI (Intensive Behavioural Intervention Therapy) are often used interchangeably, some parents believe IBI therapy will be delivered in the classroom. To address this misconception, the following summary chart, from the Geneva Centre for Autism, outlines differences and commonalities between IBI and ABA within the school setting.

ABA/IBI DIFFERENCES AND COMMONALITIES

| ABA | IBI |
|---|---|
| <ul style="list-style-type: none"> • an approach to teaching skills based on principles of learning and behaviour • can be used at home, at school and in the community • can be incorporated into regular school routines • can be implemented by classroom teacher and support staff • focus on achieving independence and generalization of skills • provides a framework for on-going skill development | <ul style="list-style-type: none"> • specific intensive format used by the MCYS Autism Intervention Program • Discrete Trial Training as the primary component • usually delivered at home or in a private space designated by the Autism Intervention Program • primarily provided in a one-to-one or small group setting for a specified number of hours per week • delivered by a trained behaviour therapist • includes “learning to learn” behaviours: imitation, co-operation and attention. • designed to prepare students for school |
| <p>Commonalities:</p> <ul style="list-style-type: none"> • Guides the acquisition of new skills based on individual profile data, specific reinforcement strategies and regular assessment • Reduces potential behavioural difficulties by providing structure and routine • Provides motivation through the use of the principles of reinforcement • Collects data on an on-going basis | |

YORK CATHOLIC DISTRICT SCHOOL BOARD (YCDSB) RESPONSE TO PPM140

- ABA is a strategy that is evidence based and most effective with students with developmental delays and autism.
- We are encouraging the use of ABA methods with students in the Social Communication and Functional Life Skills Programs.
- The ABA implementation plan is designed to include teachers and support staff of students in these two programs.
- The ministry has provided \$104,950 to our board to support the implementation of PPM140 for the 2007/2008 School Year.

ABA IMPLEMENTATION PLAN

The plan is organized in two phases based on our data:

1. approximately 600 students in the Functional Life Skills (FLS) or Social Communication (SC) programs in the board
2. approximately 300 students in the SC program; in at least 26 schools there are 6 or more students with ASD
3. 91/96 schools have students in the FLS or SC program.

IMPLEMENTATION PLAN: PHASE ONE

RESOURCE STAFF

- Three training sessions will occur over the first term (i.e. Sept-Dec.).
- Each resource staff department has its own training plan for implementation throughout the year.

SCHOOL TEAMS

- A one day training session has been organized for one team per school to attend. The team is comprised of 2 classroom teachers with students in the FLS/SC programs in their classes, core resource teachers (max.2), and administrator, if possible.
- Training will be delivered by the area resource team that supports the schools in partnership with the Board's ASD team and Kinark School Support Program. The elementary and secondary coordinators will support as necessary.

ADMINISTRATORS

- Two introductory sessions occurred for elementary and secondary schools at the beginning of October, and in November
- Administrators from each area attended the ministry's summer training sessions. They will lead the system administrator training sessions scheduled in November 2007.

EDUCATIONAL ASSISTANTS/INTERVENORS

- Training for Educational Assistants and Intervenors will occur over three days throughout the school year during Professional Development (P.D.) days.
- ABA Training will be provided by: the ASD team, Geneva Centre and Kinark School Support Program Consultants.

SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

A SEAC ABA Advisory Group comprised of Board Staff, SEAC members and parents has been organized and will give input to the plan, monitoring tools, and communication plan for the parent community.

OTHER GROUPS

- The Curriculum department staff will have some training in February.
- Presentations have been scheduled at the School Council Chairs Conference in November.
- Community groups, as requested.

IMPLEMENTATION PLAN: PHASE TWO

GENERAL PARAMETERS FOR THE PLAN

- It is scheduled to commence in late April, early May of 2008.
- It will involve select secondary schools with a high number of students in the FLS/SC program.
- It will involve all elementary schools.
- It is intended to expand the number of classroom teachers participating in ABA training.
- The plan is currently under development.

ABA MONITORING CYCLE

PURPOSE

PPM 140 requires that school boards monitor the implementation of the memorandum. It is the YCDSB's intention to monitor this implementation by reporting to SEAC throughout the school year and inviting their ongoing feedback into the plan.

The updates will include:

- Outcomes from the school staff training modules
- Review of ABA strategies and assessment outlined in IEPs
- A communication plan to parents and community groups

Tools for data collection to monitor progress will include:

- Administrator, teacher and educational assistant/intervenor feedback sheets
- IEP Collaborative Review in May
- Tracking of community presentations
- Hits to Board website